Guestic for Maylord's Fuzze	- I		1										
AIB		print for Maryland's Future Accountability & Implementation Board											
Legend	_	Start and/or end date included in Blueprint statute Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline											
Pillar 3	1	ge and Career Readiness	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
3.1	Studer	ts shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate											
	3.1.1	Assess students no later than 10th grade for meeting the CCR standard	<b>\</b>										<b>→</b>
		3.1.1(a) A student shall meet the initial CCR standard when they have achieved the equivalent of a 4 or 5 in the mathematics and English portions of the PARCC or MCAP grade 10 assessments	•	•									
		3.1.1(b) After the empirical study is completed, the updated CCR standard shall reflect the results of that study so that students are able to succeed in entry-level credit bearing courses or postsecondary education training at a State community college in ELA, math, and (when practiceable) science			•								
	3.1.2	MSDE contracts for an empirical study of the CCR standard to enable students to be successful in entry-level courses and postsecondary training offered at MD community colleges		<b>♦</b>									
		3.1.2(a) Contractor conducting the study shall examine top-performing educational systems throughout the world and compare them to Maryland's education system		•	•								
		3.1.2(b) Contractor shall consider potential sources of bias in a proposed assessment and strive to eliminate it in a proposed CCR modification		•	•								
		3.1.2(c) Submit completed study and contractor recommendations to modify CCR standard			$\Rightarrow$								
	3.1.3	MSDE develops a fully aligned instructional system, including high-quality curriculum frameworks and instructional materials (with regular updates)	•										<b>-</b> ►
		3.1.3 (a) MSDE updates instructional system to align with updated CCR standard, as needed			•								
	3.1.4	State Board adopts cut scores on assessments needed to meet the <b>updated</b> CCR standard			•								
		3.1.4(a) MSBE shall determine whether current assessments are sufficient to assess whether high school students meet the CCR standard, including if they contain potential bias			•								
		3.1.4(b) MSBE shall adjust assessments if they are not sufficient to determine whether high school students meet the CCR standard			•								
		3.1.4(c) MSBE may only require a passing score on a standardized assessment to evaluate if a student is CCR after it has been field-tested and piloted for at least 1 year			•								
		3.1.4(d) MSBE adopts cut scores on assessments that reflect the study results (with periodic validation)			•								
	3.1.5	MSDE shall develop and implement a communication strategy to inform parents, students, educators, and the wider public about the CCR standard		<b>♦</b>									<b>→</b>
3.2	Keep s	tudents on track to meet CCR											
,	3.2.1	Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade	<b>←</b>			 							<b>→</b>
		3.2.1(a) Provide tutoring to K-3 students who are identified as struggling in reading and, if applicable, math ("Struggling learner" is defined as a K-3 student who scored the equivalent of a 1, 2, or 3 in ELA on the MCAP or reading on the PARC assessments in the prior fiscal year)	<b>←</b>				+						
		3.2.1(b) Develop a system that will increase teachers' capacity to identify students who are struggling academically and provide them with necessary targeted intervention services as soon as possible	<b>→</b>				<b>+</b>						
		3.2.1(c) Intervention services shall use evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act	<b>←</b>				<b>+</b>						
		3.2.1(d) Students who receive intervention services shall complete a pre- and post-standardized assessment to evaluate their progress	<b>←</b>				<b>→</b>						
		3.2.1(e) Teachers provide intensive intervention supports to students who are identified as not on track to meet CCR					<b>\rightarrow</b>						<b>→</b>
	3.2.2	County boards implement supplemental services (summer school, tutoring) to address pandemic-related learning loss	4	<b>\</b>									
		3.2.2(a) County boards shall provide instruction aligned with the county board's/public school's curriculum in summer school and tutoring/supplemental instruction programs	•	<b>*</b>									

		1 3.2.2(D) I	county boards shall offer transportation services to students who need it to participate in summer school programs, and they may offer transportation to students in utoring and supplemental instruction programs	4	$\Rightarrow$						
			county boards both administer pre- and post-assessments to evaluate student progress upon completion of summer school and tutoring programs and evaluate the	4	<b>*</b>						
		3 2 2(d) C	county boards shall provide tutoring and supplemental instruction that uses evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act	4	<b></b>						
			County boards of education shall submit a report to the General Assembly on the implementation of summer school programs that year by 1/1	<b></b>	<b>*</b>						
		<b>3.2.2(f)</b> C	County boards of education shall submit a report to the General Assembly and the AIB on tutoring provided in the immediately preceding school year by 9/1		<b>*</b>	<b>\( \)</b>					
	3.2.3	County boa	ards create and implement 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE	<b></b>							<b>→</b>
'		3.2.3(a) Ti	he 9th grade tracker's data shall include credit accumulation and core course failures during the first year of high school	<b></b>						$\dashv$	<b>→</b>
			county boards shall periodically provide a report to the school where the student is enrolled for further academic intervention that will enable the student to graduate on time								
		3.2.3(c) C	County boards shall report data collected through the 9th grade tracker to MSDE on or before 9/1 each year		<b>*</b>					$\exists$	<b>→</b>
3.3	Imple	ment CCR	pathways								
	3.3.1	LEAs provid	de a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR			<b>*</b>					•
,			chool leadership will assign a teacher working with a student who has not met the CCR standard by the end of 10th grade to lead the development of an individualized lan designed to prepare the student to meet the CCR standard by the end of high school			<b>*</b>				$\dashv$	<b>•</b>
			he assigned teacher assembles a team of educators to monitor the student's progress; meet with their parent/guardian to plan for the student's success; and work with public/private agencies to provide the student and their family with the support necessary to foster their success			<b>*</b>				$\dashv$	<b>•</b>
		1337(0)	EAs collaborate with community colleges to develop and implement a program of study for students who have not met the CCR standard by the end of 10th grade hat includes applied experiential courses that are highly engaging and focus on problem-solving			<b>*</b>				$\dashv$	<b>•</b>
		1 3.3.1(d) I	The implementation of courses included in this program of study shall include an assessment or reassessment of the student once they have completed a course and hall not prevent a student from enrolling in a course required for graduation			<b>*</b>				$\dashv$	<b>•</b>
			Aiddle or high school students who are not progressing towards reaching CCR by the end of 10th grade shall be enrolled in an extended curriculum tailored to meet heir individual circumstances and needs			<b>*</b>				$\exists$	<b>•</b>
		1 3 3 7(1) 1	student who is close to meeting the CCR standard by the end of 10th grade may be enrolled in an extended summer curriculum and has the opportunity to return to other courses if they make more progress than expected			<b>*</b>				$\exists$	<b>•</b>
		1 3.3.1(9)1	ASBE adopts regulations that include standards that guarantee statewide uniformity in the quality of post-CCR pathways; meets the specified course and program of tudy requirements; and requires high school graduation credit to be awarded for any post-CCR programs that students complete								
	3.3.2	Each high s	school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials			<b>*</b>					
,		13.3.2(a) I	County boards offer CCR students access to a competitive entry college preparatory program, such as Cambridge, International Baccalaureate, or Advanced Placement liploma programs			<b>*</b>				$\exists$	<b>•</b>
			County boards offer CCR students the opportunity to earn college credits toward a degree (up to 60 credits) at no cost to the student through an early college or dual enrollment program			<b>*</b>					•
		13 3 7(0)	ASDE shall adopt regulations to require the award of credit toward high school graduation requirements for time a student spends participating in a post-CCR pathway, including credit towards high school graduation requirements for any college courses that are approved by the Department			<b>*</b>					•
		3.3.2(d) C	community colleges and other open-enrollment public institutions of higher education accept any student who meets the <b>updated</b> CCR standard for enrollment				•				
	3.3.3	LEAs develo	op accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade			<b>♦</b>					
,			gifted and talented student in middle school or 9th grade may meet the CCR standard (a "gifted and talented student" refers to a student who performs, or has the potential to perform, at a emarkably higher level of accomplishment compared to their peers; exhibits high performance intellectual, creative, and/or artistic capability; or excels in specific academic fields		<b>♦</b>						
		13.3.3(D)1	Aiddle and high schools shall encourage students who have demonstrated readiness in a subject matter to enroll in the next most rigorous subject matter course vailable in the school and, to the extent practicable, enroll the student in the next most rigorous subject matter course	•							<b>→</b>
3.4	Expan	d career co	ounseling and CTE offerings and participation								
	3.4.1	Career cour	nseling program provided to middle and high school students			<b>*</b>					<b>-</b>
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	3.4.1(a)	County boards enter into a local career counseling agreement with the local workforce development board, the county's community college, and, if appropriate, an American Jobs Center		<b></b>	<b>\</b>				
	3.4.1(b)	The local workforce development board, in collaboration with the county board and other relevant State and local agencies, shall submit a report to the AIB on the use of funds and their impact on providing career counseling		<b>~</b>	<b>→</b>				
	3.4.1(c)	The CTE Committee shall conduct an evaluation of each local career counseling agreement for best practices and disseminate its findings to all county boards, local workforce development boards, community colleges, and, if appropriate, State American Jobs Centers			•				
3.4.2	45% of h	igh school students earn an industry-recognized credential or complete the high school level of a registered apprenticeship					Y	<b>♦</b>	
	3.4.2(a)	CTE Committee establishes annual statewide and county goals to meet the 45% target and monitors progress		<b>*</b>				<b>\</b>	
	3.4.2(b)	The CTE Committee shall report to the Governor, the General Assembly, and the AIB on the progress toward attaining this goal by 12/1 each year	<b>*</b>						<b>├</b>
3.4.3	CTE Com	mittee annually submits deployment plan for CTE Expert Review Teams to AIB and visits 10% of schools annually until all schools are visited at least once	<b>♦</b>	•				<b>♦</b>	
	3.4.3(a)	The CTE Committee shall use State accountability data to identify schools for the CTE Expert Review Teams to investigate in which sufficient numbers of students/groups of demographically distinct students are not making adequate progress towards the completion of the CTE pathway	<b>♦</b>	•				<b>♦</b>	
3.4.4		oards offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of red apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor		<b>*</b>					•
	3.4.4(a)	CTE Committee submits an annual report to the Governor, General Assembly, and the AIB with an assessment of CTE within the State, as well as statutory, regulatory, budgetary, and structural changes needed to address the CTE system's evolving challenges	•						<b>&gt;</b>
	3.4.4(b)	The CTE Skills Standards Advisory Committee makes recommendations and provides advice to the CTE Committee on setting occupational standards necessary for a strong CTE system that will form the basis of the post-CCR CTE pathway	•—						<b>&gt;</b>
	3.4.4(c)	CTE Committee may approve, reject, or modify proposals made by the CTE Skills Standards Advisory Committee to establish CTE programs for public school students	•						<b>&gt;</b>
	3.4.4(d)	CTE Committee reviews agency budget proposals involving CTE and makes annual recommendations to the Governor and General Assembly on or before 12/15	•						<b>&gt;</b>
	3.4.4(e)	CTE programs are required to meet Blueprint standards and system implemented by the CTE Committee		<b>→</b>					<b>&gt;</b>